

# Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Hannibal LaGrange College						
<b>Institution Code</b>	6266						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	38						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	37						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment t</i>	<i>Number Passing Assessment t</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment t</i>	<i>Number Passing Assessment t</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							

Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	13	12	92%	1614	1547	96%
Early Childhood Education	020	7			256	256	100%
Eng Lang Lit Comp Content Knowledge	041	4			172	168	98%
Mathematics: Content Knowledge	061	2			126	123	98%
Social Studies: Content Knowledge	081	1			276	269	97%
Physical Ed: Content Knowledge	091	3			166	144	87%
Business Education	100	4			77	77	100%
Music Content Knowledge	113	2			129	122	95%
Art Content Knowledge	133	1			75	75	100%
Other Content Areas							
Teaching Special Populations							

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name		Hannibal LaGrange College				
Institution Code		6266				
State		Missouri				
Number of Program Completers Submitted		38				
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>		37				
				Statewide		
Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	37	35	95%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	37	35	95%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 170

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 42

3. Please provide the numbers of supervising faculty who were:

3 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

8 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

3 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 14

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 3/1
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 30 hours. The total number of weeks of supervised student teaching required is 10. The total number of hours required is 300 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes \_\_\_\_\_ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_\_\_ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

### Section III. Contextual information (optional).

- A. Please use this space to provide any additional information that describes your teacher preparation program(s).

**Pass Rate:**

The pass rate for the 1999-2000 academic year, based on 37 program completers, was 95%.

**Supplemental Information:**

Hannibal-LaGrange College is accredited by The Higher Learning Commission and is a member of the North Central Association. The Missouri State Board of Education and the Department of Elementary and Secondary Education approve the Teacher Education Program for Missouri Certification in the following areas:

Early Childhood Education (Birth - Grade 3)

Elementary Education (Grades 1-6)

Middle School/Endorsement (Grades 5-9) with Elementary or Secondary  
Secondary Education:

Art (K- 12)

Business Education (Non-vocational, 9-12)

English (9-12)

Math (9- 12)

Music (K- 12) - Instrumental and/or Vocal Choral Music

Physical Education (K - 12)

Social Studies (9- 12)

Unified Science (9-12) with Biology Endorsement

During the 1999-2000 academic year 170 students were enrolled in the Teacher Education Program. Of the 1999-2000 completers, one is teaching hi a private school and two are teaching in another state.

**B.** Missouri has asked each institution to include at least the following information.

**1. Institution Mission**

*Mission and Purposes*

The Mission of Hannibal La-Grange College is to provide an excellent liberal arts education hi a distinctly Christian environment, thus preparing students for both personal and career effectiveness

Among the college's Statement of Purposes is the following, which undergirds the professional programs, including teacher education:

To provide specific career education which will equip students, upon completion of the work at BIG, to enter directly into certain areas of employment.

**2. Educational Philosophy**

*Division Philosophy*

In accordance with Hannibal-LaGrange College's stated mission, purpose, and motto (Knowledge for Service"), the Education Department sees as its primary purpose the preparation of teachers who are *reflective decision makers using knowledge for service*. This preparation takes place in a distinctly Christian environment, an environment that recognizes and seeks to assist individuals in their personal spiritual growth as we as their intellectual, professional, physical, and social development. To this end, the Hannibal-LaGrange College Teacher Education Program has developed the following as philosophical statements around which curriculum is established:

1. Graduates should have a substantial, sound general education in liberal arts, humanities, and social, biological, and physical sciences.
2. Graduates should be role models displaying personal, social, ethical, and spiritual qualities that reflect competence and deserve respect as adult citizens in a democracy.
3. Graduates should have a knowledge of the historical, social, and philosophical foundations of education.
4. Graduates should have a superior understanding and current knowledge in their areas of subject matter concentration.
5. Graduates should have a personal formal philosophy of education and a personal professional commitment to teaching and to the education of the citizenry.
6. Graduates should possess professional skills required to teach. These skills are based on an understanding of the physical, psychological, and social needs of children, regardless of race, creed, gender, economic status, or ethnic origin.

(Report prepared by: Garry M. Breland, Vice President for Academic Affairs, Title II Coordinator)

**3. Conceptual Frameworks**

**4. Program completers who teach in the private schools and out of state**

Private: 1

Out-of-State: 2